

*In this course we will learn about key events that took place in the 20th century that have served to shape modern Middle Eastern societies. The class will be expected to come away with the understanding that the issue of global terrorism is complex and lacks an obvious course of action from the international community. With that in mind we will still*

*be asked to consider the numerous social and political ramifications of each policy*

*decision and develop our own opinion. These opinions must be informed*

*through historical context or must offer compelling reasoning to deviate from history.*

*Cooper Lavigne*

Mt. Blue High School

*11-12*

*Terrorism, Middle East, proxy wars*

*RSU 9*

*Social Studies*

*The World in the Contemporary Era*

*• demonstrate an understanding of the larger implications of foreign policy decisions regarding terrorism.  
• infer some of the potential consequences of altering foreign policy on terrorism.  
• build an understanding of how the proxy wars of the late 1970s and 1980s influenced today's foreign policy in the Middle East.  
• analyze a perspective that is not their own on global issues.  
• consider historical, cultural, and social biases* *and their effect on one's position.   
• recognize that policy decisions of past* *generations in the Middle East largely have   
shaped the issues that we face today and the decisions we make now will impact future generations.*

***• Terminology:****terrorism, Middle East, Islam, Western society, proxy wars, democracy, Sharia law, ISIS/ISIL, Al Qaeda,  
•****Important Events and People:****Israel/Palestine Conflict, Iran/Iraq War, Soviet/Afghan War, USA/Iraq War, USA/Afghanistan War, Iran-contra Affair,  
Syrian Civil War, Desert Storm, World Trade Center Attacks, Osama Bin Laden Jimmy Carter, Ronald Reagan, George W. Bush, George H.W. Bush,  
Saddam Hussein, Benjamin Netanyahu, Barack Obama, Malala Yousafzai*  
***• Critical Details:****Motivations for conflict, death tolls, government  
vs rogue action, governments in control, leaders in control, historical background, lasting effects of* *conflict*

*• Why is terrorism so prominent today?  
• Why is the Middle East so unstable?  
• How do we address global terrorism?*

*• global terrorism is a complex issue with roots throughout history.  
• proxy wars played an integral role in shaping the Middle East today.  
• terrorism is a global phenomenon and is not region specific.*

***Maine Learning Results******Content Area:****Social Studies* ***Standard Label:****E. History****Standard:****E1 Historical Knowledge, concepts, themes and patterns****Grade Level Span:****Grade 9-Diploma "The World in the Contemporary Era"   
Students understand major eras, major enduring themes and historic influences in the United* *States and World history including the roots of democratic philosophy, ideals and institutions in the World.***Performance Indicators**: b, c, d

*• Pre- Assessment: Survey*

*• Checking for Understanding: Checking for understanding: index card, misconception check, hand signals, analogy prompt, observation, student conversation*

*• Timely Feedback: self, peer, teacher.*

*•****iMovie:****Create an iMovie that shows an understanding of foreign policy in the Middle East.*

*•****Online Forum:****Create an online forum for discussion where policy can be debated.*

*•****Timeline:****Create a timeline online that shows events in the Middle East.*

*•****Google Earth:****Use Google Earth to view streetview photos of pen pal's hometown.*

*•****Pen Pals App:****Use Pen Pals app to converse with students from the Middle East.*

*•****Slideshow:****Create a slideshow that shows change over time in the Middle East.*

***Goal: Create a video that offers a complete understanding of modern terrorism.***

***Role: You are a counter-extremist working to dispel harmful narratives.***

***Audience: You will be creating this video for Quilliam and it will be aimed at addressing those at the greatest risk of radicalizing.***

***Situation: You will be creating a video that will address multiple points of view honestly and effectively.***

***Product/Presentation: A captivating video that will help deter the spread of extremist ideology.***

***Standards (six categories for each rubric)***

***Presentation Rubric: Speaks Clearly 15%, Stays on Topic 15%, Enthusiasm 15%, Comprehension 20%, Posture and Eye Contact 15%, Content 20%***

***Product Rubric: Attention Grabber 15%, Closing Paragraph 15%, Support for Position 30%, Focus or Thesis Statement 10%, Sequencing 10%, Evidence and Examples 20%***

*• Speaks Clearly 15%*

*• Stays on Topic 15%*

*• Enthusiasm 15%*

*• Comprehension 20%*

*• Posture and Eye Contact 15%*

*• Preparedness 20%*

*• Attention Grabber 30%*

*• Closing Paragraph 15%*

*• Support for Position 15%*

*• Focus or Thesis Statement 10%*

*• Sequencing 10%*

*• Evidence and Examples 20%*

*. Oral Presentation*

*. Keynote*

*Propaganda videos are a powerful tool used by extremists organizations to galvanize, radicalize, and organize political dissidents. These videos are often pushing a narrative that relies heavily on half truths, meaning what they're saying may be correct but they are intentionally leaving out specific information in service of a more favorable narrative. For your assignment you will be asked to create your own video with a narrative that in your estimation serves to create a more complete understanding of modern terrorism. You will be judged on your accuracy of events and statistics, willingness to address multiple points of view, and overall effectiveness in pursuing and conveying a complete narrative. These videos will be sent to the Quilliam organization which focuses its efforts on counter messaging to help deter the spread of extremist ideology throughout the Middle East. The founders of Quilliam Maajid Nawaz and Ed Husain have agreed to consider using these videos in their counter messaging campaigns throughout the Middle East. If your presentation is chosen as the winner it will be shown at a dinner held by Quilliam and you* *will receive a $150 prize. The runner up will also be invited to the dinner and will be able to give their presentation.*

*• Diversity*

*• Decision Making*

***Maine Learning Results******Content Area:****Social Studies*

***Standard Label:****E. History* ***Standard:****E1 Historical* *Knowledge, concepts, themes and patterns*

***Grade Level Span:****Grade 9-Diploma "The World in the Contemporary Era" Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* ***Performance Indicators****: b, c, d*

*. Global terrorism is a complex issue with its roots throughout history*

*. Terrorism is a global phenomenon and is not region specific*

***(W)****1.1 Students will understand that proxy wars played an integral role in shaping the Middle East today.****(Where)*** *The rise of ISIS has roots from the past.****(Why)****Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.****(What)******(H)****1.2****Video******(E)****1.3 Students will know terrorism, Middle East,proxy wars, ISIS/ISIL, Al Qaeda, Israel/Palestine Conflict, Iran/Iraq War, Soviet/Afghan War, USA/Iraq War, USA/Afghanistan War, Iran-contra Affair, Syrian Civil War, Desert Storm, World Trade Center Attacks, Osama Bin Laden, Jimmy Carter, Ronald Reagan, George W. Bush, George H.W. Bush, Saddam Hussein, Benjamin Netanyahu, Barack Obama****(Equip)****Students will use a timeline as an outline of events in the Middle East leading up to today. Students will work in teams to collaborate on their Middle East timelines.****(Explore)****Students will create a timeline as a framework for their group project. Students will create an iMovie that explores the modern history of the Middle East.****(Experience)******(R)****1.4 Check for misconceptions by asking students to consider how one event may have influenced another, how might the past justify or explain these events.****(Rethink)****I will grade timelines before group project so students will know if they are on the right track. Students will evaluate their peers using a rubric for their iMovie.****(Revise, Refine)******(E-2)****1.5****Formative Assessment:******Pre-Assessment:****Students will take a survey that will assess their knowledge of the Middle East entering the class.****Checking for Understanding:****Debriefing and Misconception Check and****Timely Feedback:****Teacher and Peer****(Evaluate)******(T)****1.6****Tailors******Verbal:****Students will be asked to define all the terms related to the Middle East and terrorism.****Logic:****Students are asked to work together to come up with a logical sequence of events in the Middle East.****Visual:****Students are being asked to make an iMovie about events that took place in the Middle East.****Musical:****Each class will start with music from the region and era we're talking about in the Middle East.****Kinesthestic:****Students will receive an event and try to line up in the correct order for a human timeline.****Intrapersonal:****Students are creating an iMovie presentation explaining events that took place in the Middle East.****Interpersonal:****Students are coming together as small groups to combine their timelines outlining events in the Middle East.****Naturalist:****Students will look at Middle Eastern nations on Google Earth to get an idea of where we're talking about.****(O)****1.7 Students will be able to recognize that foreign policy decisions of past generations played an integral role in shaping the middle east today. Build an understanding of the events in the Middle East and how they have served to shape the region today.****(Self-Knowledge & Application)******Product:****iMovie, Timeline****Number of Days:****(5)****(Organize)***

***(W)****2.1 Students will understand that terrorism is a global issue and is not region specific.****(Where)****Terrorism effects us all, it is not an issue with a specific offender or a specific victim.****(Why)****Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.****(What)******(H)****2.2****Quotation******(E)****2.3 Students will know motivations for conflict, death tolls, government  
vs rogue action, governments in control, leaders in control, historical background, lasting effects of conflict****(Equip)****Students will create a keynote presentation that shows the global reach and influence of terrorism.****(Experience)******(R)****2.4 Check for misconceptions by having individual student conferences to ensure that the they are on the right track and are not too narrow in their focus.****(Rethink)****I will schedule these conferences well before the presentation is due so that students have the opportunity to consider making changes that I suggest.****(Revise, Refine)******(E-2)****2.5****Formative Assessment:****Students will bring in conversation starting questions for class each day that relate to the content****Checking for Understanding:****Student Conference****Timely Feedback:****Teacher and Self****(T)****2.6****Tailors******Verbal:****Students will bring in questions based on the reading to start class discussion.****Logic:****Students will understand the cost of the war on terror both in financial and human terms.****Visual:****Students will create a keynote presentation that uses visual aids to help illustrate their points.****Musical:****Students can add music of the region to their keynote presentations to help complete a picture of the Middle East.****Intrapersonal:****Students will individually create a presentation on keynote.****Interpersonal:****Students will discuss the content with the whole class and interact with each other regarding the material.****(O)****2.7 Students will be able to demonstrate an understanding of the larger implications of foreign policy decisions in the Middle East.****(Explanation) Product:****Keynote****Number of days:****(3)****(Organize)***

***(W)****3.1 Students will understand that global terrorism is a complex issue with roots throughout history.****(Where)*** *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.****(What)******(H)****3.2****Video******(E)****3.3 Students will know motivations for conflict, death tolls, government  
vs rogue action, governments in control, leaders in control, historical background, lasting effects of conflict****(Equip)****Students will fill out a fact or opinion sheet to make sure they understand their own biases and can distinguish between what are actual facts and whatever they may have taken away from those facts.****(Experience)*** *(R) 3.4 Check for misconceptions by using socratic seminars to garner student led discussion where students can workout some of their understandings and opinions amongst each other.****(Rethink)****I will also be participating in student led discussion, if I feel a student may be off base and they are not corrected by their peers then I can enter the conversation to clarify.****(Revise and Refine)******(E-2)****3.5****Formative Assessment:****Students will write an essay outlining how speaking with their pen pal changed their perspective.****Checking for Understanding:****Socratic seminar and analogy prompt and****Timely Feedback:****Teacher and Peer****(T)****3.6****Tailors******Verbal:****Students will write an essay about how their pen pal influenced them.****Logic:****Students will understand how the sequence of events in the Middle East shape our perspective of the region.****Visual:****Students will watch a video of Malala Yousafzai as a hook for the lesson.****Musical:****Students will be asked to exchange musical interests with their pen pal and bring in an example for the class.****Intrapersonal:****Students will be writing essays individually to assess how their pen pal influenced them.****Interpersonal:****Students will be connecting with a pen pal across the world and communicating with them regularly.****Naturalist:****Students will use Google Earth to view the region of the Middle East their pen pal is from.****(O)****3.7 Students will be able to analyze a perspective that is not their own on global issues. Consider historical, cultural, and social biases and their effect on one's position.****(Empathy and Perspective) Product:****Pen Pal App letters and Google Earth presentation****Number of days:****(5)****(Organize)***

***(W)****4.1 Students will understand that global terrorism is a complex issue with roots throughout history.****(Where)****There are political, social, and moral ramifications to each action we take or don't take in foreign policy and therefore decisions should not be made without careful consideration os many factors.****(Why)****Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.****(What)******(H)****4.2****Video******(E)****4.3 Students will know motivations for conflict, death tolls, government  
vs rogue action, governments in control, leaders in control, historical background, lasting effects of conflict, social or moral ramifications of action/inaction, and efficiency of deterrent strategies.****(Equip)****Students will create a persuasion map to help them formulate support for their opinion and make a compelling argument.****(Experience)******(R)****4.4 Check for misconceptions****(Rethink) (Revise and Refine)******(E-2)****4.5****Formative Assessment:****Students will engage in a class discussion to give their own opinions and support for them.****Checking for Understanding:****Decisions, Decisions (philosophical chairs) and****Timely Feedback:****Teacher and Peer****(T)****4.6****Tailors******Verbal:****Students will engage in classroom discussion/debate where they are free to express their ideas regarding addressing terrorism.****Logic:****Students will be asked to formulate logical reasoning as to why they believe what they're debating.****Visual:****Students will view a video of Maajid Nawaz as a hook for the lesson.****Kinesthestic:****Students will be moving about the classroom freely in a station based forum for discussion.****Intrapersonal:****Students will individually formulate their own opinion and reasoning that informs it.****Interpersonal:****Students will discuss their opinions and debate with each other and will have to consider each other's ideas.****(O)****4.7 Students will be able to infer some of the potential consequences of altering foreign policy on terrorism.****(Interpretation) Product:****Online forum****Number of days:****(3)****(Organize)***

*Lesson 4:*

*4.1 Developing an opinion (W)*

*4.2 Vice Video (H)*

*4.3 Persuasion Map (E)*

*4.4 Teacher & Peer (R)*

*4.5 Decisions, Decisions (E-2)*

*4.7 Interpretation 2 days (O)*

*Lesson 3:*

*3.1 Empathy for others (W)*

*3.2 Malala Yousafzai video (H)*

*3.3 Fact or Opinion (E)*

*3.4 Teacher & Peer (R)*

*3.5 Socratic Seminar & Analogy Prompt (E-2)*

*3.7 Empathy & Perspective 5 days (O)*

*Lesson 2:*

*2.1 Foreign policy in the Middle East (W)*

*2.2 Maajid Nawaz video (H)*

*2.3 Five W’s (E)*

*2.4 Teacher & Peer (R)*

*2.5 Student Conference (E-2)*

*2.7 Explanation 2-3 days (O)*

*Lesson 1:*

*1.1 Modern Middle East history (W)*

*1.2 “Daily Show” video (H)*

*1.3 Timeline (E)*

*1.4 Teacher & Peer (R)*

*1.5 Debriefing & Misconception check (E-2)*

*1.7 Self-Knowledge & Application*

*3-4 days (O)*